***5 Whys - Root Cause Analysis Worksheet***

This is an **optional**, internal worksheet to aid in conducting the root cause analysis. Use the table below to record the district or school team’s responses to the question: Why are you getting the results you are getting? Observations from this analysis should be summarized in the root cause analysis on the *Prepare to Plan* page of InformTN. This worksheet is not a required component of the plan submission.

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| **Area of Greatest Need:** | | | |
| **Framing Question:** | | | |
| **5 Whys[[1]](#footnote-1) -**  **Drilling down to a Root Cause** |  |  |  |
| **Why?** |  |  |  |
| **Why?** |  |  |  |
| **Why?** |  |  |  |
| **Why?** |  |  |  |
| **Why?** |  |  |  |

Check to see if your final responses meet the criteria of a root cause:

* Is it within the school district’s control or influence?
* If it were dissolved, would it result in improvement/reduction of performance?

***Example of Completed Worksheet***

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| **Area of Greatest Need:** Strengthen instructional leadership (principal and leadership team) | | | |
| **Framing Question:** Why are priority schools struggling to establish strong instructional leadership? | | | |
| **5 Whys[[2]](#footnote-2) -**  **Drilling down to a Root Cause** | **Hypothesis 1:** Lack of clarity in roles and responsibilities of school leadership | **Hypothesis 2:** Leadership team (including Principals) does not have adequate capacity (time and skills) to provide timely, actionable feedback to teachers | **Hypothesis 3:** Recruitment and selection process does not yield our most talented leaders for our most challenged schools. |
| **Why?** | Lack of consistency in how district-assigned academic coaches support teachers in buildings (depends on coach capacity, relationship with principal, and principal preferences) | Principal PD does not really focus on building leadership skills in this domain; focus of teacher evaluation rubric training has been on consistency and accuracy – not on the quality of the feedback. | District often selects new, aspiring leaders for priority schools who are hungry, but limited in experience |
| **Why?** | Skills and attributes of school leadership teams vary widely across schools; so it is difficult to establish a consistent model across schools. | Principals don’t have enough time in day to conduct observations and provide bi-weekly feedback with teachers. (Some focus on just a handful of teachers; go deep but not broad; and/or they give very surface | Limited incentive for strong, experienced principals to lead our lowest performing schools |
| **Why?** | No clear pathway, selection criteria, or process for teacher leader roles in schools; (seems to vary by school, but district has limited insight and provides limited guidance on this process) | Principals feel comfortable identifying gaps in instructional practice, but struggle to provide strategies and supports to teachers to address instructional gaps level feedback, but more frequently.) | Selection process more focused on credentials, desire, and tenure; and does not necessarily select for specific skills and competencies to lead schools. |
| **Why?** | Principals not providing consistent feedback to leadership team members on their leadership roles | Principals rarely experienced high quality instructional feedback and coaching as teacher; so hard for them to provide that for their staff |  |
| **Why?** | Lack of formal leadership roles at schools; no job descriptions for teacher leadership positions; lack of formal process for recruiting/selecting; insufficient support and feedback for teacher leaders to be effective | Principals receive very limited coaching on their skills and competencies as instructional leaders; district feedback is primarily focused on meeting goals and compliance |  |

1. The 5 Whys technique was developed by Sakichi Toyoda, founder of Toyota Industries, in the 1930s and has been widely adapted and used across sectors. [↑](#footnote-ref-1)
2. The 5 Whys technique was developed by Sakichi Toyoda, founder of Toyota Industries, in the 1930s and has been widely adapted and used across sectors. [↑](#footnote-ref-2)